

“Spelling”

CTGE 5534

Beginning Reading and Writing
in Inclusive Classrooms

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The Components of Early Literacy

Emergent →
Beginning
Readers and
Writers

- Oral Language
- Print Awareness
- Phonological Awareness
- Phonemic Awareness
- Alphabetic Knowledge
- Word Recognition
(Recoding or Decoding)
- “Word Production”
(Encoding or Spelling)

Back to English Orthography

Layers

- Alphabet - deals with the relationship between letters and sounds; the first layer of orthographic development
- Pattern - because there isn't a letter for every sound, patterns guide groupings of letters to represent sounds under different conditions (syllables too)
- Meaning - groups of letters can represent meaning directly; builds on knowledge of meaning parts and their derivations

What Knowledge is Needed for “Word Production” (Encoding or Spelling)?

- Oral Language/Phonological Awareness – We speak in a flow of individual words.
- Phonemic Awareness – Each word is composed of a number of sounds.
- Print Awareness/Alphabetic Knowledge – The sounds of speech are expressed graphically in a specific left-to-right sequence.

Learning to Spell

- Learning to read, write, and spell occurs simultaneously. The abilities to read and spell/write words draw on the same base of knowledge.
- Development in one area generally coincides with development in other areas (reciprocal processes).
- Spelling may be the most visible component of literacy.
- Spelling allows us to assess a student's orthographic knowledge.
- Early spelling experimentation - "Invented Spelling"
- Children may use early spelling experimentation to "break the code" of reading (Gentry, 2004).
- Children's writing is supported by proficiency in spelling.

Learning to Spell (Continued)

- Children who apply spelling skills in writing contexts learn more quickly and accurately than children who memorize random lists of words.
- Systematic instruction creates more efficient spellers:
 - Sound mapping (segmentation, sound-symbol associations, grapheme-phoneme correspondences or conventions)
 - Sound syllable segmentation
 - Spelling patterns (orthographic conventions, “morphological conventions”)

Spelling Development

- Views: Continuity versus Stage/Phase Theory
- The continuity perspective posits that the spelling development of children gradually changes and advances over time.
 - The first change is that over time letters and their corresponding sounds become more specified and complete in memory. Instead of just using a letter name or two to encode the sounds heard in a word, a child uses more and more letters to represent the sounds heard as a word is phonemically segmented.
 - The second change is that over time children move from the use of letter-sound correspondences to more specialized uses of the letter itself or the letter as a part of an orthographic form or pattern. An example would be how the vowel “e” can by itself represent the long “e” vowel sound (as in the word “me”) but then also be a part of an open syllable in a multisyllabic word, still retaining that same sound (as in the word “neon”). It can further be part of a morphemic unit (a prefix for example) as in the “de-” in the word “derail,” again retaining the same long vowel sound.
 - Gradual change...
 - Varying of strategy use over the course of development, using particular complementary strategies depending on the context of the situation
- Stage/Phase Theory
 - Significant changes
 - Use of particular strategies within different phases
 - More explanation in a moment...
- Do you recognize a connection to the theories of reading acquisition and development?

Stage/Phase Theories

GENTRY (1985, 2006)	BEAR, INVERNIZZI, TEMPLETON, AND JOHNSTON (2008)
PRECOMMUNICATIVE STAGE	EMERGENT SPELLING
Learning the alphabet Scribbles and letter-like forms Mostly unintelligible	Random letters Mostly upper-case letters Learning directionality
PREPHONETIC STAGE	LETTER NAME-ALPHABETIC SPELLING
Alphabetic principle Left-to-right orientation emerges One letter used for dominant sounds	Alphabetic principle known Short vowels and consonants appear Abbreviated spellings
PHONETIC STAGE	WITHIN-WORD PATTERN SPELLING
Refinement of earlier stage Basic spelling patterns and families Many sight words known	Long vowels and r-controlled words More complex vowel and consonant patterns Awareness of homophones
TRANSITIONAL STAGE	SYLLABLES AND AFFIXES SPELLING
Most words spelled correctly Aware of visual aspects of words Vowels in each syllable	Inflectional endings applied Can spell multisyllabic words Know common affixes
CONVENTIONAL STAGE	DERIVATIONAL RELATIONS SPELLING
Mastered English orthography Have a spelling consciousness Can apply rules of orthography	Aware of Greek and Latin roots Examine etymologies of words Can spell related forms of words and alternative spellings

Gentry, 2008:

- Precommunicative
- Prephonetic/preliterate
- Phonetic/letter name
- Transitional/within-word
- Conventional spelling/syllable juncture

Link to Ehri's "Phase Theory of Sight Word Reading":

- Pre-alphabetic
- Partial Alphabetic
- Full Alphabetic
- Consolidated Alphabetic

Ehri's phases/stages of spelling development:

- Precommunicative
- Semiphonetic/letter-name
- Phonetic/phonemic
- Transitional/morphemic/within word pattern

For the purposes of our work...

- ...and in line with the assessment of spelling that we're using, we'll assume that students learn about spelling in a developmental (stage/phase-like) process in which they understand basic relationships between letters and sounds, progressing to spelling by patterns and then by meaning.
- In regards to which stages/phases, we'll use the Bear et al. stages in connection with our analysis of student spelling samples.

Background Information

Blends	When 2 consonants are together and you hear both sounds (ie: bl, gr, sl, st, dr...)
Digraphs	When 2 or more consonants represent one sound (ie: sh, ch, th)
Ambiguous Vowels	Vowel patterns that are neither long or short (ie: ow, oy, ew, aw)
R Controlled	When an –r controls the way the vowel sounds (<i>bar</i> vs. <i>bad</i>)
Complex consonant clusters	Three or more consonants grouped together (ie: -tch, -scr)
Salient sounds	A prominent sound that stands out because of how it is felt in the mouth
Medial vowels	The short vowel in the middle of one syllable words

Analyzing Spelling Samples

What parts of the word are correct? What features do they have correct?	What is the student trying to do? What do they <i>use but confuse?</i>	What is too difficult for the student? What do they not yet know?
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Instruct here!



Using But Confusing

Correct Word	Student Spelling	Using but confusing?
bed	BAD	Short vowels
cape	CAEP	Long –e marker
sled	SELD	Consonant blends
stay	STAI	Long vowel patterns

How to Note Student's Spelling Errors

INCORRECT WORD / correct word

For example...

CHAEN / chin

BRAF / brave

Emergent Spellers

What Students Do Correctly	What Students Use But Confuse	What is Absent
<ul style="list-style-type: none">• Print directionality• Writing for a purpose• Letterlike forms	<ul style="list-style-type: none">• Drawing and scribbling• Substitution of letters that sound, look, and feel alike (b/p, d/b)• Spell with salient sounds	<ul style="list-style-type: none">• Sound-symbol correspondence• Consistent word spacing

Emergent Spelling Samples

Word	Invented Spelling
elephant	LFT
strawberry cake	SK
circus	SRK

Note: Emergent spellers don't attend to the vowels in words, and focus their spelling on the salient sounds (or the sounds most prominently heard or felt in the mouth)!

Emergent Spellers

1. VN

2. GB

3. G

4. NG

5. ST

1. CDa

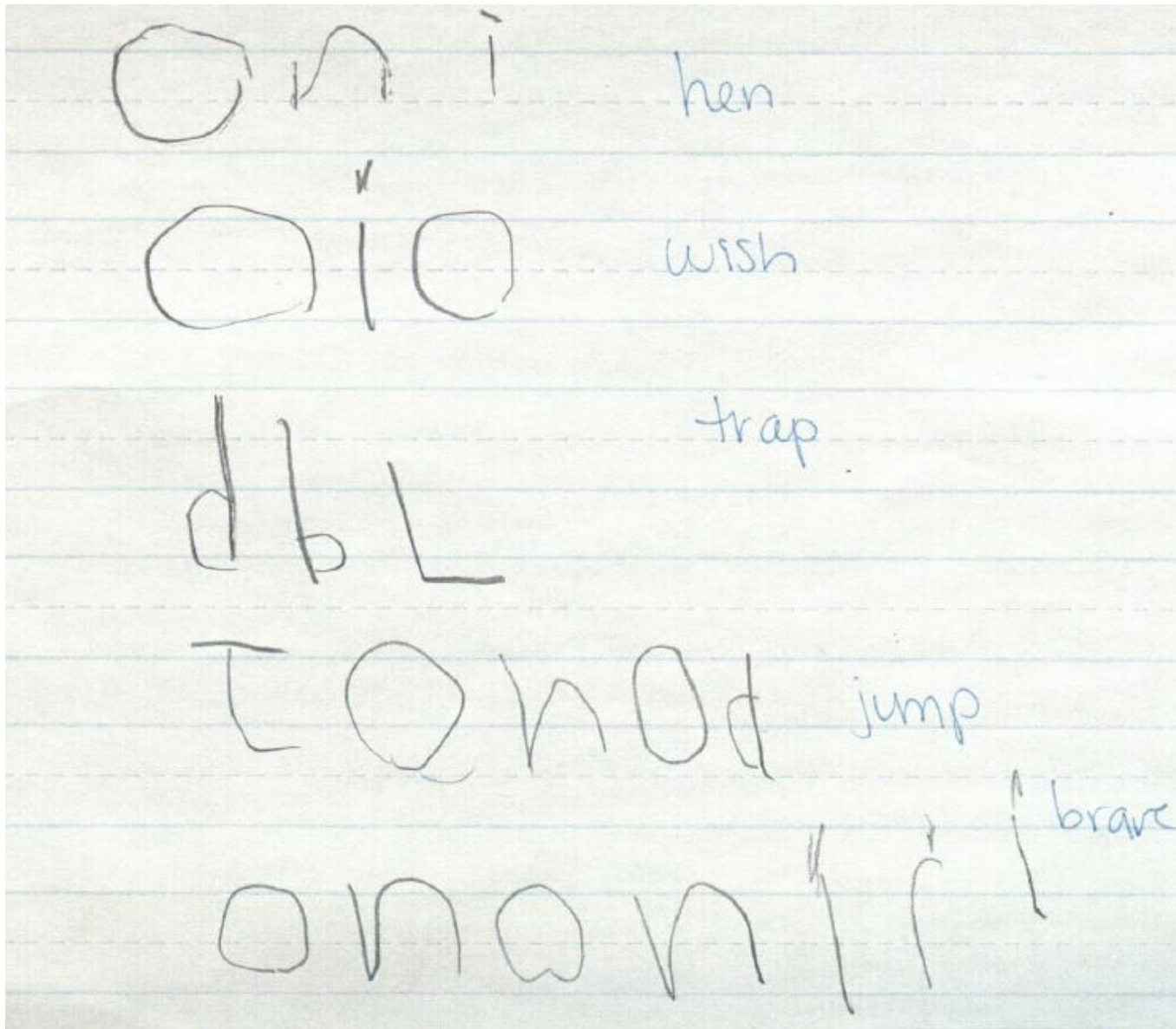
2. 74 41

3. 4 4 5 5 47

4. 8 4 5 7 9

5. 4 4 5 5 47

Chris, Age 4, Pre-K



Letter Name Spellers

What Students Do Correctly	What Students Use But Confuse	What is Absent
<ul style="list-style-type: none">• Most salient sounds• Beginning and ending consonants• Some blends and digraphs	<ul style="list-style-type: none">• Letters on point of articulation (JRF for drive)• Medial vowels• Blends & digraphs	<ul style="list-style-type: none">• Long vowels• Preconsonantal nasals (m,n) (BUP for bump)

Try It Out

- Look at Annie's spelling.
- Why is she a Letter Name speller?
- What are her strengths and challenges?
- What does she *use but confuse*?
- Where would you begin instruction for her?

Letter Name Stage Scoring Sample

Answer Sheet: FORM A

Name Annie

Stage LN

Date 9/26/06

1. Jet

16. GAB grab

2. Shep ship

17. Cop chop

3. BAt bet

18. fAst

4. got

19. Dish

5. CAP

20. WAt went

6. Drum drum

21. Win

7. BAp bump

8. maJ much

9. With

10. mAp

11. hop

12. PLAn

13. thAt

14. SeD slid

15. MAD mud

22. fAD fed

23. trAP trip

24. roB rub

25. fet fit

Strengths?

Weaknesses?

UBC?

Within-Word Pattern Spellers

What Students Do Correctly	What Students Use But Confuse	What is Absent
<ul style="list-style-type: none">• Consonant blends and digraphs• Short vowels• R-influenced vowels• Common long vowel patterns	<ul style="list-style-type: none">• Long vowel patterns• Complex consonant clusters• Ambiguous vowels	<ul style="list-style-type: none">• Doubling and –e drop (SHOPING for shopping, BATID for batted)• Multisyllabic words

Answer Sheet: FORM A

Stage WW

1. pack
2. cd Wick
3. Step
4. cuot
5. Bridg
6. ghr
7. skrap
8. maet
9. grl
10. erawn
11. gmowick
12. flock ✓
13. stal
14. lest
15. sort

Name Bridget

Date 7/12/04

16. cwlet
17. grtep
18. son
19. jnier
20. cawst
21. hrnt
22. poent
23. riep
24. fer
25. pjet

Analyzing Spelling Samples – Independent Practice

Assessing Student's Spelling

Correct Word	Student Spelling	Strengths?	Using But Confusing?	Stage?	Rationale for Your Answer?
cut	<i>t</i>				
come	<i>k</i>				
mud	<i>mod</i>				
shade	<i>shad</i>				
wet	<i>yat</i>				
elephant	<i>lt</i>				
drum	<i>jam</i>				
hop	<i>hap</i>				
dish	<i>dich</i>				
flock	<i>flok</i>				
water	<i>wt</i>				
float	<i>fot</i>				
make	<i>maik</i>				
tight	<i>tite</i>				

Qualitative Spelling Inventory

- In light of our work today analyzing spelling samples, take some time to review the results of your assessment.
 - What are you seeing?
 - What is your focus student doing correctly?
 - What is your focus student using but confusing?
 - What is missing?
 - In what stage would you place your focus student?
 - What's your evidence?
- Take a moment to update your “Focus Student Summary” for this assessment.

Instruction

- Possible Whole Class Lesson Sequence
 - Review previously learned letter-sounds
 - Develop Phonemic Awareness/Blend Phonemes for a particular letter/sound/pattern
 - Connect Sounds to Letters
 - Connect to **Spelling** and Writing (**Segmentation**)
- Possible Small Group/Individual Lesson Sequence
 - Review previously learned letter-sounds.
 - Introduce or review a particular letter/sound/pattern.
 - Practice **segmenting** and blending words containing the letter/sound/pattern.
 - **Build** those same words with letter cards.
 - Dictate those same words for **spelling**/writing practice.
 - Display the words on flashcards for reading practice.
 - Practice reading the words and others like them in decodable/controlled text.
 - Practice **writing** the words during independent writing.

Instruction (Continued)

- Other activities
 - Word Sort
 - Word Hunt
 - Sentence Dictation/Writing
 - Text Writing
 - Proofreading
 - Echo/Find
 - Games
 - Making Connections
 - Making Words/Word Scramble/Word Ladders
 - Word Bank (Brainstorming)
 - Word of the Day
 - Word Talk
- Use manipulatives and visuals
 - Sound-Spelling Cards
 - Letters
 - Pointers, Wikistix, tokens, stamps, whiteboards, slates, Toobaloos, etc.
 - Charts
 - Word Wall (along with Word Journals/Notebooks)
- Make connections
 - Authentic reading (predictable/patterned texts and authentic [trade] books)
 - Authentic writing
 - Meaning (comprehension)

Instruction (Continued)

Grade: Second
Component: Word Study

Proposal for Weekly Structure/Tentative Plan (Daily - "Quick Drill")

Monday

Focus	Introduce New Concept (Full Lesson - Emphasis on phonemic awareness and phonics/Scope and Sequence from <i>Foundations</i>)	
Activity	Add each of the week's words to your personal word journal/agenda.	
Homework	1. Write each word three times. 2. Tell a family member how all of the words go together.	

Tuesday

Focus	Sound/Spelling (Auditory/Visual)	
Mini-lesson	Review New Concept	
Activity	Word Sort	
Homework	Practice your sort at home with a family member.	

Wednesday

Focus	Reading	
Mini-lesson	Applying the concept to what we read through use of decodable text/authentic text/poetry, etc.	
Activity	Word Hunt	
Homework	Complete the "cloze" activity.	

Thursday

Focus	Writing	
Mini-lesson	Applying the concept to what we spell and write	
Activity	Possibilities - Sentence Dictation Sentence Writing Text Writing Proofreading	
Homework	1. Write each word three times. 2. Tell a family member how all of the words go together.	

Friday

Focus	Assessment	
Mini-lesson	Not Applicable	
Activity	Spelling Test/Concept Reflection	
Homework	1. Have a parent sign your spelling test. 2. Write each misspelled word three times.	

Other Possible In-class Activities:

Echo/Find
Games
Look-Say-Cover-Write-Check
Making Connections
Making Words/Word Scramble/Word Ladders
Word Bank (Brainstorming)
Word of the Day
Word Talk

Other Possible Homework Assignments:

ABC Order Writing
Dictation by Family Member
Foundations Worksheets
In-class Writing Activities
Look-Say-Cover-Write-Check
Making Connections
Other In-class Activities

Other Considerations:

Trick Words (Sight/High-frequency words)
Vocabulary
Formative Assessments – Phonemic Awareness/Decoding-Nonsense Words/Spelling Inventory

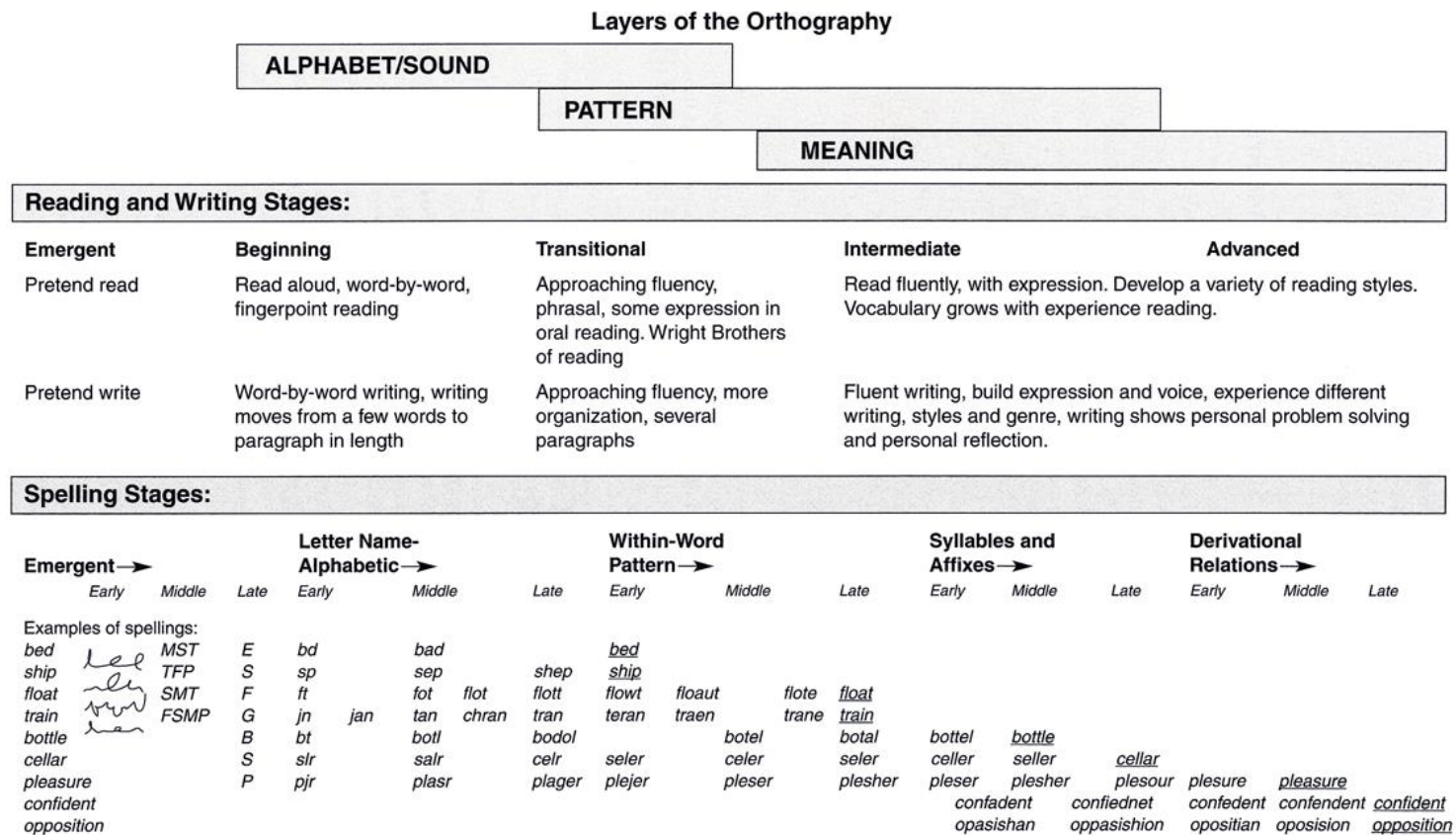
Scope and Sequence

(Word Recognition and Production)

- closed syllable (CVC)
 - initial and final consonants
 - short vowels (a, i, o, u, e)
- closed syllable (CCVC or CVCC or CCVCC)
 - initial and final consonant clusters and digraphs
 - short vowels
- vowel-consonant-e syllable (CVCe)
 - long vowels
 - silent e
- open syllable (CV or CCV)
 - long vowels
- r-controlled syllable (CVC or CVCC)
 - other vowels
- double vowel syllable (CVV or CVVC)
 - vowel digraphs and diphthongs (vowel team)
 - long vowels/special vowels
- consonant-le syllable
 - special vowels
- inflected endings

“The Synchrony of Literacy Development”

FIGURE I-13 The Synchrony of Literacy Development From *The Synchrony of Literacy Development: A Guide to Instruction* by D. Bear, 1998.



References

- Bear et al., 2008, other?
- Gentry, 1985, 2004, 2008
- Sharp et al., 2008